

# Pupil premium strategy statement – Sherdley Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	30.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>November 2023 – November 2026</b>
Date this statement was published	December 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Tony McCoy
Pupil premium lead	Matt Davies
Governor / Trustee lead	Karen Tilley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,200
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£15,660
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£150,860

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and governors accept the responsibility for socially disadvantaged children and are committed to meeting their pastoral, social and academic needs. At Sherdley we are committed to 'closing the gap' between identified groups and the pupil premium is a vital part of that process.

The governors and senior leaders reserve the right to allocate pupil premium funding to support any pupil, or groups of pupils, that the school has identified as being disadvantaged.

The plan will be closely aligned to other key strategic plans -Sports Premium -SEND - CPD and whole school development plan.

Our school vision, mission statement and care aims are:

**Vision:** Growing together, respecting each other.

**Mission statement:** To inspire children to achieve their true potential in a happy and safe environment.

**Core values/aims:**

**We aim to**

- Raise aspirations
- Unlock potential
- Encourage resilience
- Provide a curriculum that is both stimulating, yet challenging

Ensure children, families and staff are all active members of the Sherdley family.

The Pupil Premium will be used to provide additional educational support to overcome barriers to learning. Our main focus will be to ensure quality first teaching and provide additional educational support. We do not allocate personal budgets to specific children, or those eligible for PPG, but identify key priorities that will positively impact on individuals, small groups, large groups or even the whole school, and therefore allocate a budget accordingly.

We aim to ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives by directly addressing their barriers to learning. We aim to reduce the academic gap, year on year, between disadvantaged children and those who are not disadvantaged. We will support Pupil Premium children with the opportunities to access school trips and events, so that they are not disadvantaged.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance of Pupil Premium children is lower than that of the non-pupil premium pupils, this impacts on their engagement levels in learning. This has been identified using the school's attendance data
2	Early language development is below age related in our EYFS (speech).
3	PP children's maths end of year attainment is lower than non-PP children, particularly in KS2.
4	PP children's disadvantaged backgrounds and home situations may mean that they do not always have the same enrichment experiences that other children have.
5	Research indicates that parental engagement of PP families in school life is generally lower than non-PP families.
6	Higher proportions of PP children access pastoral support linked to social, emotional and mental wellbeing.
7	Attainment and progress in writing is significantly below expectations for PP children.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance gap between Pupil Premium children and non-pupil premium children decreases.  We will measure this impact by regular (termly) monitoring by the Attendance officer	Improved average attendance of PP children, termly.  Autumn 23 – Spring 24 – Summer 24 –
Percentage of children achieving expected standard for CLL increases.  Reception EFYS data on Insight.	Percentage of PP children achieving expected standard at the end of the year for CLL increases.
Improve Maths attainment of PP children in each year group within KS2.  Tracking data on Insight.	KS2 SATs data for Maths PP children improves on previous year.

<p>PP children will access and attend trips and events, partly funded by the PPG monies.</p> <p><a href="#">Trips tracker and financial breakdown.</a></p>	<p>Costing breakdown of trips and events show that funding has been provided to support PP children.</p>
<p>More PP families attending school events such as Parents Evenings and workshops.</p> <p>Parental engagement in supporting their children with reading and homework.</p> <p><a href="#">Registers for evenings and workshops.</a> <a href="#">Improvement of engagement with reading records and homework trackers.</a></p>	<p>Registers analysed to show % of PP families attending Parents Evenings and workshops.</p> <p>Class homework trackers and reading records analysed to show levels of parental engagement.</p>
<p>PP children consistently report higher levels of wellbeing through various pupil voice monitoring activities.</p> <p>The number of PP children accessing pastoral support reduces over time.</p> <p><a href="#">Observations by staff. Pupil voice questionnaires. Pastoral registers / logs.</a></p>	<p>Annual pupil voice indicates positive outcomes for pupils.</p> <p>Pastoral referrals logs</p>
<p>End of year attainment for writing will increase for PP children.</p> <p><a href="#">Tracking data on Insight.</a></p>	<p>Data show and increase for PP children</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Development of maths teaching at Sherdley.</i></p> <ul style="list-style-type: none"> <li>- Funding used to release teachers to</li> </ul>	<p>Working with local Maths Hubs and applying good practice from bodies such as the NCETM has a positive effect on Maths teaching.</p>	3

<p><i>access local Maths Hub training.</i></p> <ul style="list-style-type: none"> <li>- <i>Access additional CPD around sustaining and improving Maths Mastery.</i></li> <li>- <i>Purchase of updated resources that support the delivery of maths</i></li> </ul>	<p><a href="#">Maths Guidance at KS1 and 2   NCETM and Government</a></p> <p><a href="#">Improving Maths at KS2 and 3   EEF</a></p>	
<p><i>Development of writing teaching at Sherdley.</i></p> <ul style="list-style-type: none"> <li>- <i>Funding used to release teachers to access local support for writing.</i></li> <li>- <i>Release time for professionals to monitor and develop strategy moving forwards.</i></li> <li>- <i>Access to additional CPD around writing.</i></li> <li>- <i>Purchase of resources and updates writing books to support handwriting.</i></li> </ul>	<p>Recent monitoring shows the need to improve the effectiveness of writing teaching at Sherdley. Allowing time for staff to engage with research and put long terms plans for developing a personalised scheme of writing is essential to this.</p> <p><a href="#">Improving Literacy at KS2   EEF</a></p>	7
<p><i>Purchase of No More Marking Assessments to support writing moderation and judgements.</i></p>	<p>Reviews of marking and assessment strategies show comparative judgements across a high number of professional judges provides time efficient assessment and support for teachers.</p> <p><a href="#">Review of written marking</a></p>	7
<p><i>Use the Tales Toolkit to develop storytelling and oracy in EYFS.</i></p>	<p>EEF evidence suggests that developing language through talking, stories and roleplaying is key to developing literacy in young children.</p> <p><a href="#">Preparing for Literacy   EEF</a></p> <p><a href="https://talestoolkit.com/">https://talestoolkit.com/</a></p>	2
<p><i>Research and apply Dialogic Teaching approaches into EYFS everyday interactions.</i></p>	<p>Adapting interactions with children to include dialogic techniques has shown proven benefits in language development for low relative cost.</p> <p><a href="#">Oral Language Interventions   EEF</a></p> <p><a href="https://www.amazon.co.uk/Dialogic-Teaching-Companion-handbook-educators/dp/1138570354">https://www.amazon.co.uk/Dialogic-Teaching-Companion-handbook-educators/dp/1138570354</a></p>	2

<p><i>Deliver training on metacognition and learning strategies to support pupil's understanding of their own learning.</i></p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.</p> <p>This guidance report reviews the best available research to offer teachers and senior leaders practical advice on how to develop their pupils' metacognitive skills and knowledge. The report has recommendations in seven areas and 'myth busts' common misconceptions teachers have about metacognition.</p> <p>For example, some teachers think they need to teach metacognitive approaches in 'learning to learn' or 'thinking skills' sessions. But the report warns that metacognitive strategies should be taught in conjunction with specific subject content as pupils find it hard to transfer these generic tips to specific tasks.</p> <p><a href="#">Improving Social and Emotional Learning   EEF</a>  <a href="#">Behaviour in Schools   EEF</a></p>	<p>2, 3</p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £32,281

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engage with National Tutoring Programme for CLA children.</i></p> <ul style="list-style-type: none"> <li>- Kumon group one day a week. Additional 15-30mins a day of in-school learning.</li> </ul>	<p>Tuition targeted at specific needs to either fill gaps in learning or boost overall attainment is effective at stopping pupils falling behind in learning.</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>3</p>
<p><i>Engage with EEF research group for additional maths interventions</i></p> <ul style="list-style-type: none"> <li>- First Class @ Number Intervention (KS1)</li> </ul>	<p>Small group tuition can build confidence and improve attainment when focussed on supplementing fundamental knowledge in a subject.</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>3</p>
<p><i>Research and potentially purchase IPEELL Writing intervention.</i></p>	<p>Self-regulated strategy development is an approach to support the improvement of writing. It helps children plan, monitor and evaluate their writing.</p> <p><a href="#">IPEELL Writing Intervention</a></p>	<p>7</p>
<p><i>Online resources such as Century Tech, Times Table Rock Stars and EdShed purchased to support intervention and provide home learning opportunities.</i></p>	<p>Using resources that are engaging and provide immediate feedback to the learner has a more positive impact on learning and supports parent's engagement with home learning tasks.</p> <p><a href="#">Homework   Teaching and Learning Toolkit   EEF</a></p>	<p>5</p>

<i>Purchase SATs Companion to support and consolidate learning for all pupils in Year 6.</i>	Using resources to consolidate learning from across Key Stage 2 and support parents with accessing home learning tasks will better prepare children for end of year assessments and moving on to Secondary Education. <a href="#">Homework   Teaching and Learning Toolkit   EEF</a>	3
<i>LSAs trained to deliver Chatty Words.</i>	Trained adults running interventions that build children's vocabulary will allow pupils to access wider learning, support their interactions with each other and help them communicate more effectively. <a href="#">Oral Language Interventions   EEF</a>	2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £121,022

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Attendance Officer monitors specific attendance of PP children and engages with parents to reduce this.</i>	Schools that have reduced non-attendance apply good practice and procedures contained within this document. <a href="#">Working together to improve school attendance   DfE</a>	1
<i>Attendance Officer, the Pastoral Team and trained class based LSAs support PP children with check-ins / use of The Hub.</i>	Good practise states school should build strong relationships with families and pupils at risk of reduced attendance.	1, 6
<i>Pastoral Team, including PP Ambassador, completes regular group activities to support and develop social skills.</i>	Pastoral teams use space and resources in school to support pupils in lessons and through targeted interventions, allowing them to access learning in social environments more easily. <a href="#">Improving Social and Emotional Learning   EEF</a>	6
<i>Embed a trauma informed approach to working with pupils through the Therapeutic Schools Award.</i>	Training that supports pupils' emotional resilience and their interactions with adults in school will increase their ability to engage with learning and participate in school life / activities.	4, 5

	<a href="#">Improving Social and Emotional Learning   EEF</a>	
<i>Half-termly coffee mornings for families of PP children (as well as SEND or CLA).</i>	Surveys indicate parents would like to speak with like-minded families. These could provide an opportunity to reach families who struggle to engage in wider school workshops such as homework or maths.	1, 5
<i>Financial aid for PP children to attend educational and residential trips.</i>	Children from lower socio-economic backgrounds do not always engage in additional cost experiences and parent-funded trips.	4
<i>Contingency fund for acute or arising issues.</i>	In order to respond to related issues arising, school will ringfence an amount of money in order to respond quickly to needs that have not yet arisen.	All

**Total budgeted cost: £163,328**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We started the academic year 2020-21 with 3 transitions days for the whole school, whereby the children started in the previous year group (for 3-days) then transitioned into their correct year group – this was to support children’s return and be able to say good-bye’ to the previous year groups teacher and environment.

On returning to school in September 2020 all children were baselined using Pira and Puma standardised assessment from their previous academic year. This was then used to analyse and identify gaps in pupils’ knowledge and skill so that we could adjust the curriculum to appropriately target lessons and interventions. We used the White Rose scheme to support this for Maths.

During Autumn term 2020 we saw a significant increase in referrals to specialised services, which included community paediatrician, CAMHS, neuro developmental pathway and behaviour improvement team. Many of these were children in receipt of Pupil Premium.

During the pandemic we did focus our resources to support all disadvantaged groups by offering them a place in school during lockdowns or ensuring that they had access to a suitable device to support home learning.

A robust Remote Learning Plan was put into place that supported children’s learning whilst at home and this was very well received by parents, and positive feedback was received. The data provided showed us that our remote learning offer was supportive of our ambitious curriculum. In addition, we also provided many PP families with CGP books to further support learning at home, particularly for those who did not have access to printers. Early Years children were given home learning packs that included resources that could be used at home.

Attendance – Attendance was difficult to monitor due to lockdowns and isolation periods for both bubbles and individuals. However, overall, these are comparative figures for Autumn terms 2019, 20, 21, 22 & 23:

	Pupil Premium	Non-Pupil Premium	Gap
Aut 2019 (Pre Covid)	93.60%	95.25%	1.65%
Aut 2020	94.36%	97.82%	3.46%
Aut 2021	91.03%	94.48%	3.45%
Aut 2022	90.46%	92.75%	2.29%
Aut 1 2023	92.49%	95.46%	1.97%

Additional work was carried out by the attendance officer, which included, welfare phone calls and home visits were made by the Attendance Officer. In some cases, this resulted in a vulnerable place being offered and accepted for Pupil Premium children to come into school with Key Worker children.

We focus our interventions on supporting our youngest children with their language development with very positive results:

CL / LAU & S	Meeting Expectation - PP	Meeting Expectation – Non-PP	Gap
Current Y1 (22-23)	85%	83%	+2%
Current Y2 (21-22)	79%	89%	10%
Current Y3 (20-21)	33%	64%	31%
Current Y4 (19-20)	N/A	N/A	N/A

Progress and Attainment – a key focus has been on supporting the academic progress of our pupil premium children and to do this we employed a teacher to deliver interventions, with a particular focus on phonics. The phonics screening data is:

PHONICS	Number of PP children achieving 32+	Number of Non-PP children achieving 32+	Gap
Current Y1 (22-23)	76%	82%	<b>-6%</b>
Current Y2 (21-22)	67%	78%	<b>-11%</b>
Current Y3 (20-21)	70%	90%	<b>-20%</b>
Current Y4 (19-20)	67%	76%	<b>-9%</b>
Current Y5 (18-19)	61%	88%	<b>-27%</b>

The percentage of pupil premium children achieving the screening check has increased over the last 3 years.

KS2 Reading – We had a focus on improving the outcomes for PP children in their reading with KS2. Over the 3 years we have seen an improvement in outcomes:

READING	Aut 20	Spr 21	Sum 21	Aut 21	Spr 22	Sum 22	Sum 23
PPG	93	87	89	88	93	98	97
Non-PPG	100	99	101	98	100	103	104
<b>GAP</b>	<b>-7</b>	<b>-12</b>	<b>-12</b>	<b>-10</b>	<b>-7</b>	<b>-5</b>	<b>-7</b>

KS2 Maths – Similar to Reading we aimed to reduce the gap between PP and non-PP children:

MATHS	Aut 20	Spr 21	Sum 21	Aut 21	Spr 22	Sum 22	Sum 23
PPG	97	88	94	89	89	96	96
Non-PPG	103	99	101	100	97	103	104
<b>GAP</b>	<b>-6</b>	<b>-11</b>	<b>-7</b>	<b>-11</b>	<b>-8</b>	<b>-7</b>	<b>-8</b>

KS2 SATs – There has been lots of disruption to SATs over the last couple of summers, but our data is:

KS2 SATs	Number of PP children achieving combined R/W/M	Number of Non-PP children achieving combined R/W/M	Gap
Y6 (22-23)	45%	63%	<b>-18%</b>
Y6 (21-22)	50%	63%	<b>-13%</b>
Y6 (20-21)	-	-	-
Y6 (19-20)	-	-	-
Y6 (18-19)	19%	61%	<b>-42%</b>

The percentage of pupil premium children achieving the combined increased, however the gap remained roughly the same.

Many of the issues around supporting pupil premium children, and their families, remain the same, however covid has significantly impeded the direct work that we were able to do due to lockdowns and burst 'bubbles'.

We have significantly increased the number of clubs after school that children can access. This table indicated the percentage of PP children accessing each club in 22-23:

Extra-Curricular Clubs	No of Pupils attending	SEN No.	PPG No.	SEN %	PPG %
KS2 Get Fit	7	0	1	0%	14%
Hockey	6	1	1	17%	17%
Dodgeball	37	8	6	22%	16%
Basketball	32	4	8	13%	25%
Yoga	15	3	2	20%	13%
Multi-Skills	24	3	5	13%	21%
Sutton Academy Dance	23	2	6	9%	26%
Football	88	12	20	14%	23%
Saints Football	70	8	16	11%	23%
Well-Being	20	7	3	35%	15%
Sewing	47	4	6	9%	13%
Cubing	7	1	1	14%	14%

Baking	47	10	6	21%	13%
Spanish	31	2	2	6%	6%
Saints Rugby	33	3	2	9%	6%
Origami	30	6	5	20%	17%
Gardening	13	3	3	23%	23%
Drama	39	5	10	13%	26%
Martial Arts	15	3	3	20%	20%
Saints Athletics	8	3	2	38%	25%
Zumba & Aerobics	33	5	2	15%	6%
Performance Skills	16	1	0	6%	0%
Saints Rounders	53	10	9	19%	17%
Touch Rugby	12	1	2	8%	17%
Lego Club	8	1	1	13%	13%
Outdoor Club	12	3	1	25%	8%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Maths and Reading Tuition	KUMON – Prescott Assessment Centre
Chatty Words	Chatty Learning. LTD
NTP	Cognition Education

